



# **VSDB Consolidation Task Force**

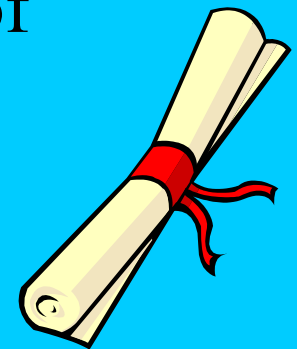
**June 23, 2003**

July 2, 2003

# Credentials Currently Required for Staff

Teachers, administrators and support staff at the schools must comply with the requirements established in the Virginia Licensure Regulations for School Personnel.

Teachers and administrators must hold a teaching license or appropriate supervisory license from the Department of Education in their area of assignment.

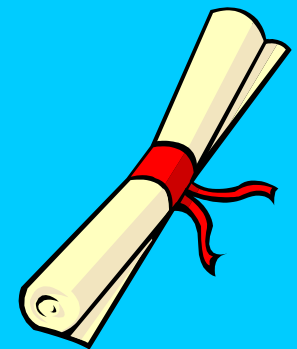


# Credentials Currently Required for Staff

Support staff licenses many times are issued by another agency:

Audiologist = *Board of Audiology and Speech Pathology*

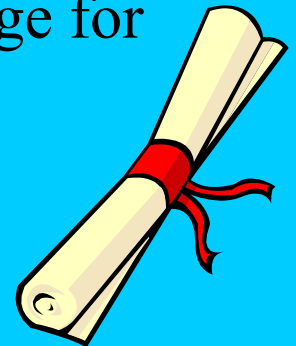
Interpreters = *VQAS Screening, Department for Deaf and Hard of Hearing*



# Credentials Currently Required for Staff

Residential staff must comply with the requirements established in the Standards for Interdepartmental Regulations of Children's Residential Facilities.

- high school graduate or have a General Education Development Certificate (G.E.D.)
- demonstrated, through previous life and work experiences, an ability to maintain a stable environment and to provide guidance to children in the age range for which the child care worker will be responsible.



# Credentials Currently Required for Staff Residential Staff

The person shall meet the qualifications of the position and fully comply with all applicable standards for each function and demonstrate a working knowledge of the policies and procedures that are applicable to his specific position.





## Credentials Currently Required for All Staff

There must be a written job description for each position which at a minimum includes the job title, duties and responsibilities of the incumbent, job title of the immediate supervisor, minimum knowledge, skills and abilities required for entry level performance of the job.

There are specific requirements for personnel records, staff development and supervision.

# Current Staff Credentials

## VSDB-Staunton

- Nine of 37 teachers on conditional license, 5 on provisional license (38%)
- Assistant Principal on conditional license
- Principal on Provisional license
- Superintendent is properly licensed administratively (No HI or VI endorsement). Proficient in ASL.

## VSDBM-Hampton

- Seven of 15 teachers on conditional license, 1 on provisional license (53%)
- Assistant Principal on conditional license
- Principal position remains vacant
- Superintendent is properly licensed administratively (No HI or VI endorsement). No ASL.

# Who the VSDBs serve

## VSDB-Staunton

The school may serve students who are deaf, hearing impaired, blind or visually impaired and the student may have a secondary disability such as learning disabilities.

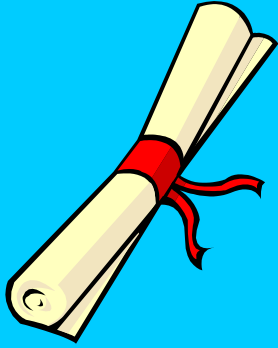
They may serve pre-school residentially but historically the program has been regional.

## VSDBM-Hampton

The school may serve students with sensory impairments and multiple disabilities. While the regulatory language permits them to serve deaf and blind students without multiple disabilities, the recommended program separation began in 1995.

The school may serve pre-school residentially but historically the school has not had a program.





## Who the VSDBs serve

### VSDB-Staunton

Teachers are endorsed in an area of sensory impairment and many times another area such as learning disabilities or a general education area

### VSDBM-Hampton

Teachers are endorsed in an area of sensory impairment and most often the areas of mental retardation and severe disabilities

# Sign Communication Proficiency Interview (SCPI)

## Performance Ranges

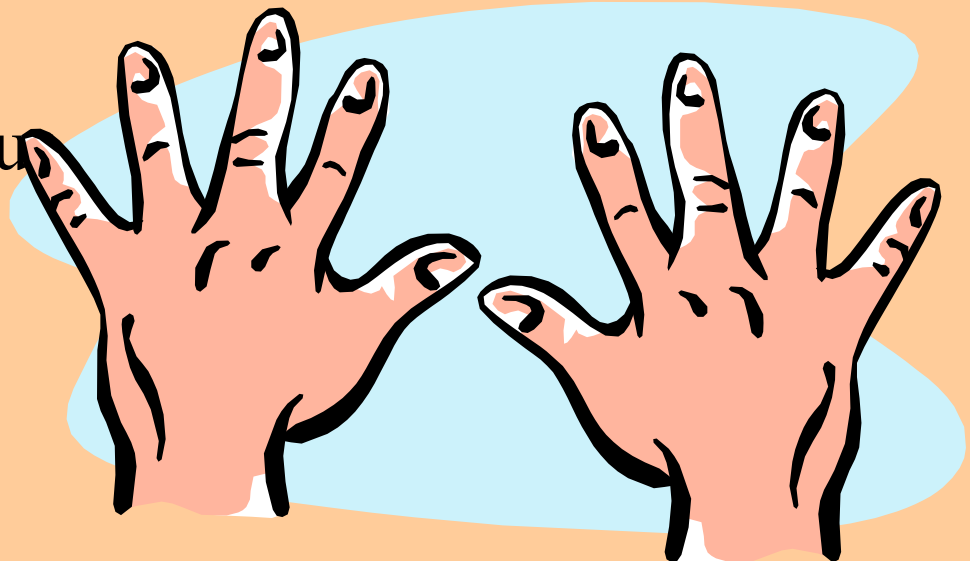
Novice (Low/Mid/Hi)

Intermediate (Low/Mid/Hi)

Advanced

Advanced - Plus

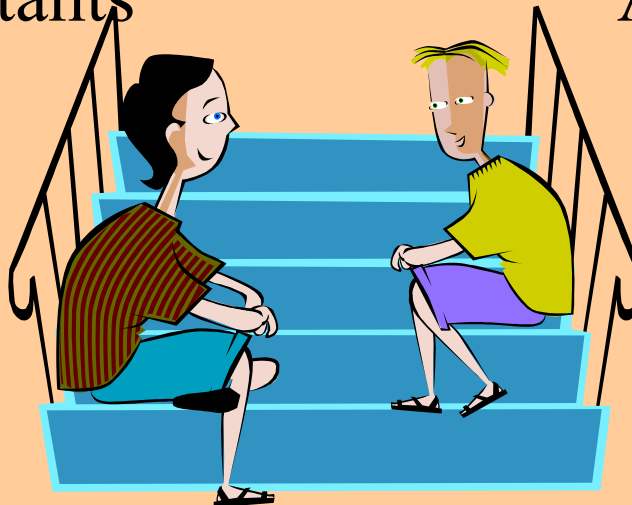
Superior



# Proposed Minimum Staff Ratings SCPI

## Suggested Performance Ranges

Superintendent	Advanced
Principal	Advanced
Director of Student Life	Advanced
Teachers	Advanced
Teaching Assistants	Advanced

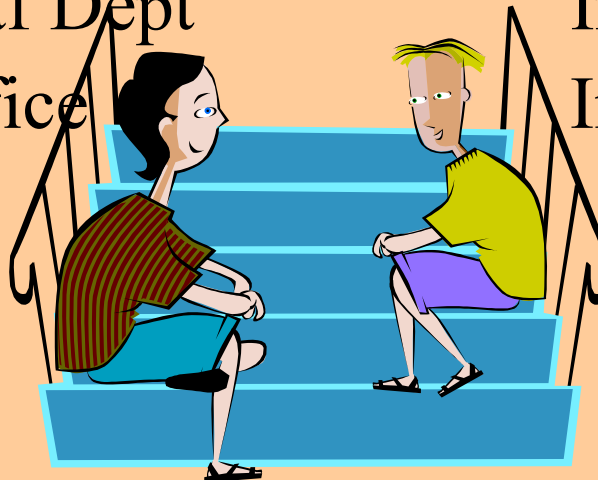


# Proposed Minimum Staff Ratings

## SCPI

### Suggested Performance Ranges

Support Staff	Advanced
Dorm Staff – day shift	Advanced
Dorm Staff – night shift	Intermediate
Dorm Staff (Blind)	Novice
Secretary to Deaf Dept	Intermediate
Student Life Office	Intermediate



# Proposed Minimum Staff Ratings SCPI

## Suggested Performance Ranges

Human Resources	Novice
Business Manager/staff	Novice
Security Staff	Novice
Administrative Assts	Novice
Maintenance Manager/staff	Novice
Housekeeping	Novice



# Least Restrictive Environment (LRE)

. . .means that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.



# Individualized Education Program (IEP)

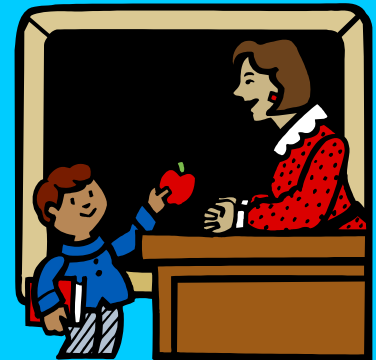
. . . Means a written statement for a child with a disability that is developed, reviewed and revised in a team meeting in accordance with this chapter. The IEP specifies the individual educational needs of the child and what special education and related services are necessary to meet the needs.



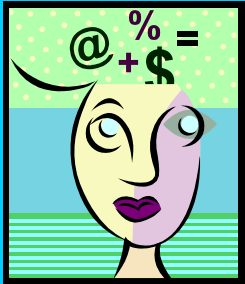
# Special Education

. . . Means specially designed instruction, at no cost to the parent or parents, to meet the unique needs of a child with a disability, including instruction conducted in a classroom, in the home, in hospitals, in institutions, and in other settings and instruction in physical education. The term includes each of the following if it meets the requirements of the definition of special education:

1. Speech-language pathology services;
2. Vocational education; and
3. Travel training







# Specially Designed Instruction

. . . Means adapting, as appropriate to the needs of an eligible child under this chapter, the content, methodology, or delivery of instruction:

1. To address the unique needs of the child that result from the child's disability; and
2. To ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within the jurisdiction of the local educational agency.

# Factors for Placement at VSDB Reported by Placing School Divisions

The director of state operated programs will conduct individual interviews with Special Education Administrators asking the following questions:

Why did you apply to the VSDB for these students?

Have you had a student return to the school division from the VSDB? If so, why?

How do you distribute the DOE information to parents? Do you have any suggestions for improving that process?

# Factors for Placement at VSDB Reported by Placing School Divisions

What concerns do you have about serving the students currently at the VSDB(s) in your school division?

Do you have any other concerns or comments?

- \* Information about the Placing School Division Service Delivery for students with sensory impairments will be determined from these interviews.

# VSDB Admissions Process

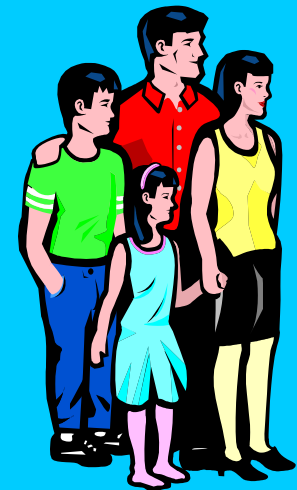
Completed application for admission

Review of application materials by the VSDB team

Approval letter for admission received by the school division

Development of a new IEP

Completion of Services Agreement



# Admissions Considerations

Impressions from parent and student visit

The health and safety needs of the student

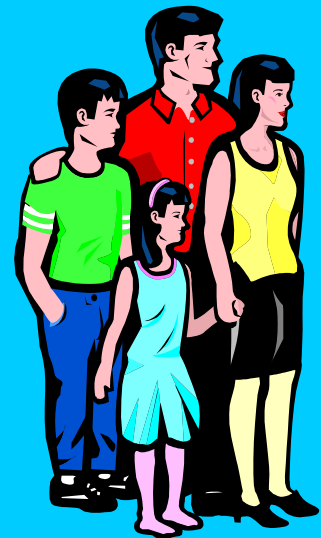
The potential risks of placement to the student, staff  
or other children currently at the school

The child's level of functioning

The availability of space

The availability of transportation

Overall suitability of admission



# Why Students Leave the VSDBs

July 1 2000 – June 30, 2003

## VSDB-Staunton

46 returned to public school

39 graduated

9 moved out of state

1 transferred to the VSDBM-Hampton

2 dropped out of school

1 was expelled

1 student is deceased

# Why students Leave the VSDBs

July 1 2000 – June 30, 2003

## VSDBM-Hampton

9 returned to public school

17 graduated

9 moved out of state

2 transferred to the VSDB-Staunton

1 dropped out of school

1 student is deceased

# State SOL Performance Rates

## Students with Hearing Impairment/Deafness Visual Impairment/Blindness 2002

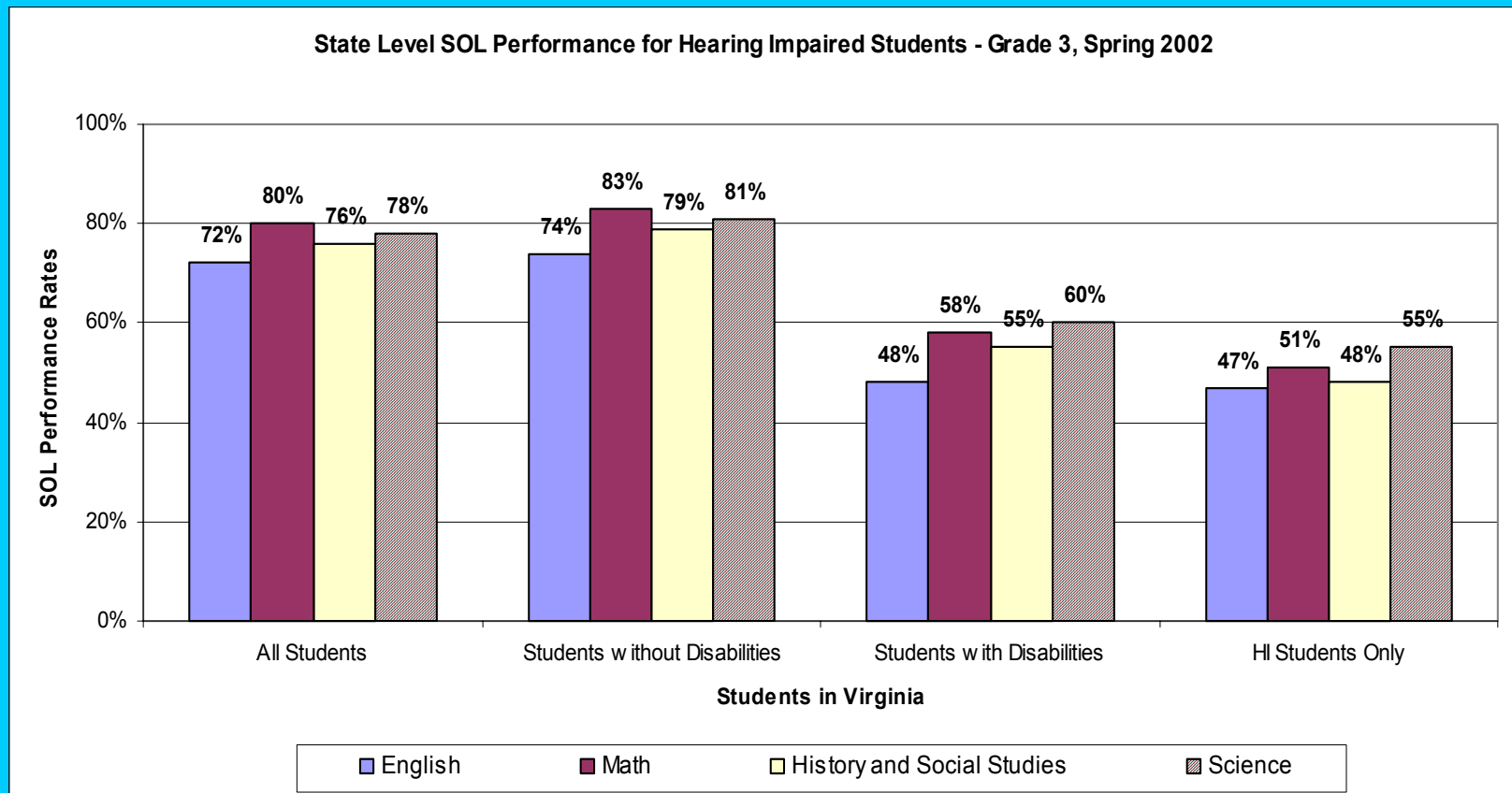


# Students with Hearing Impairment

Comparison of state SOL data for all students, students with and without disabilities, and HI students only (this includes VSDB students)

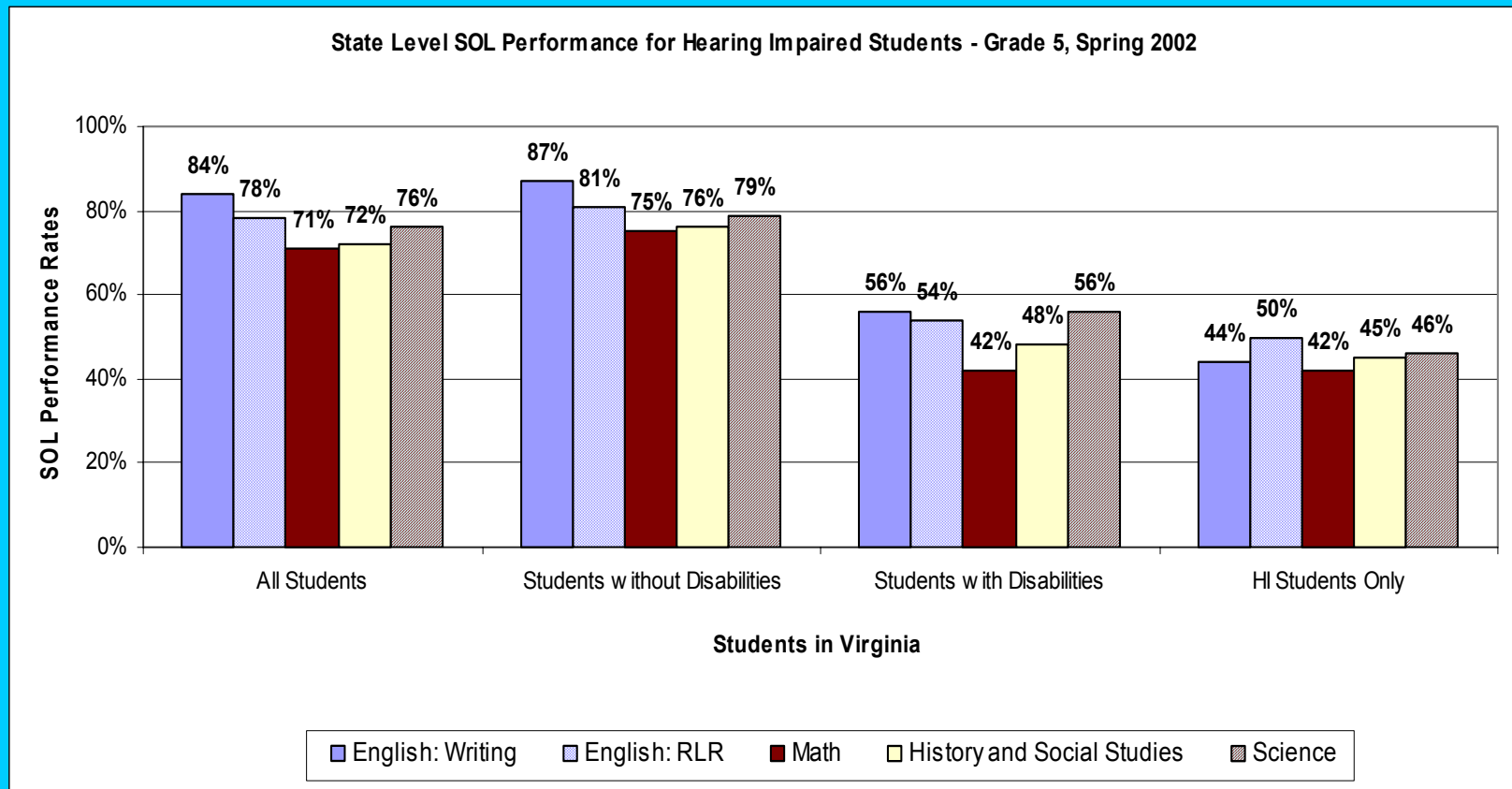
SOL performance data in grades 3, 5, 8, and EOC in four subject areas: English, math, history & social studies, and science

# Grade 3 State Level SOL Pass Rates for HI, 2002



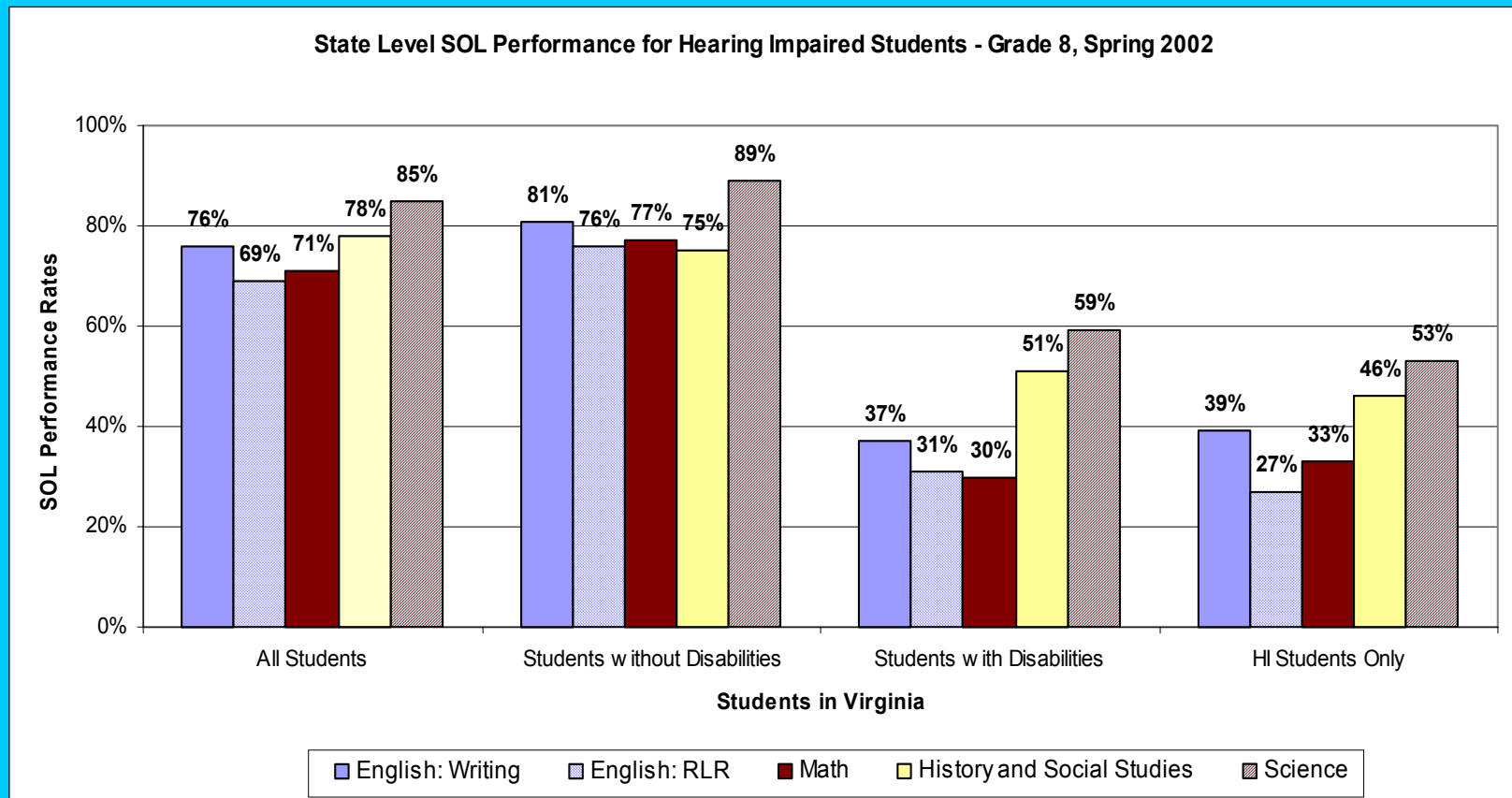
July 2, 2003

# Grade 5 State Level SOL Pass Rates for HI, 2002



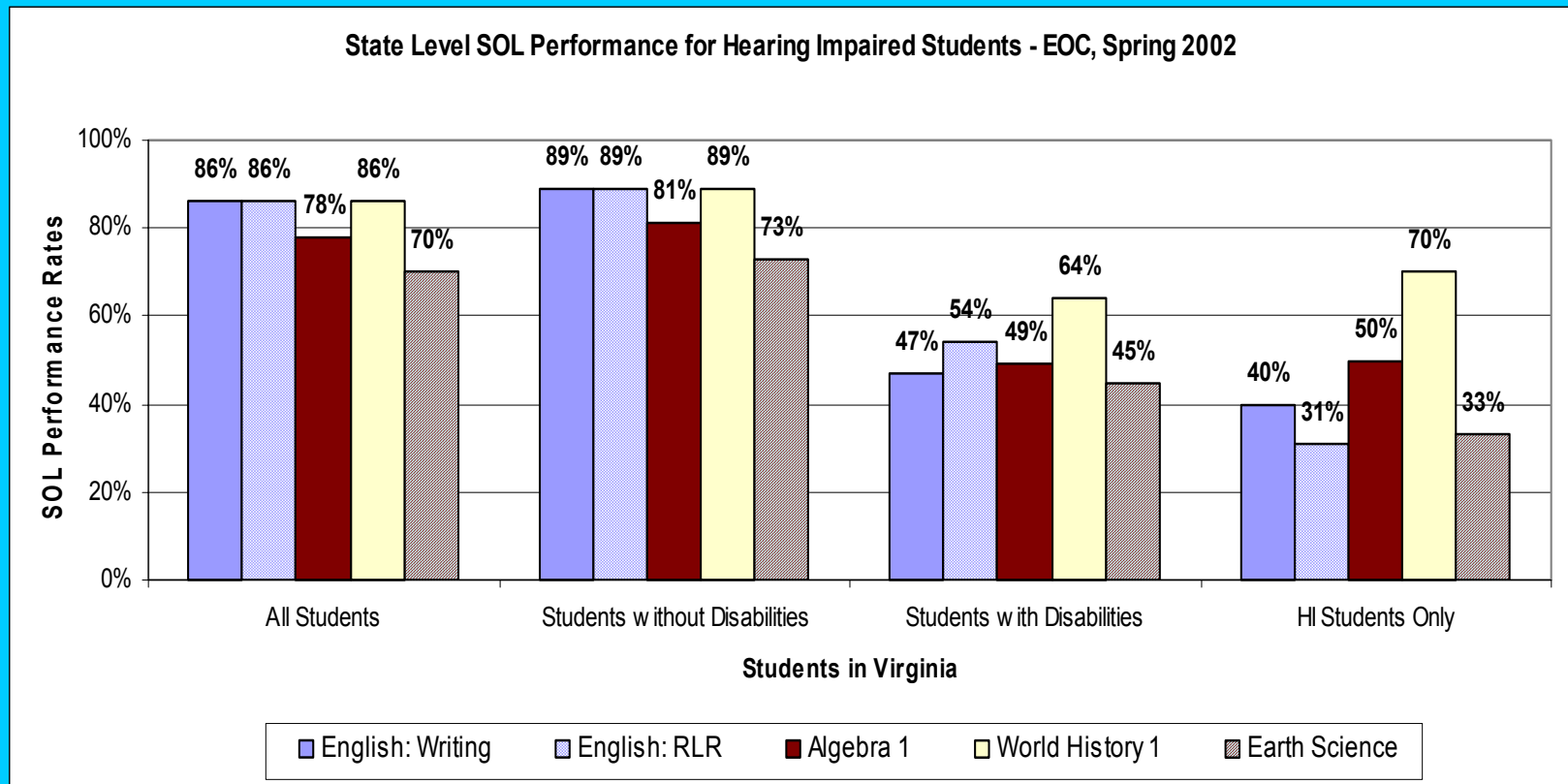
July 2, 2003

# Grade 8 State Level SOL Pass Rates for HI, 2002



July 2, 2003

# Selected End-of-Course State Level SOL Pass Rates for HI, 2002



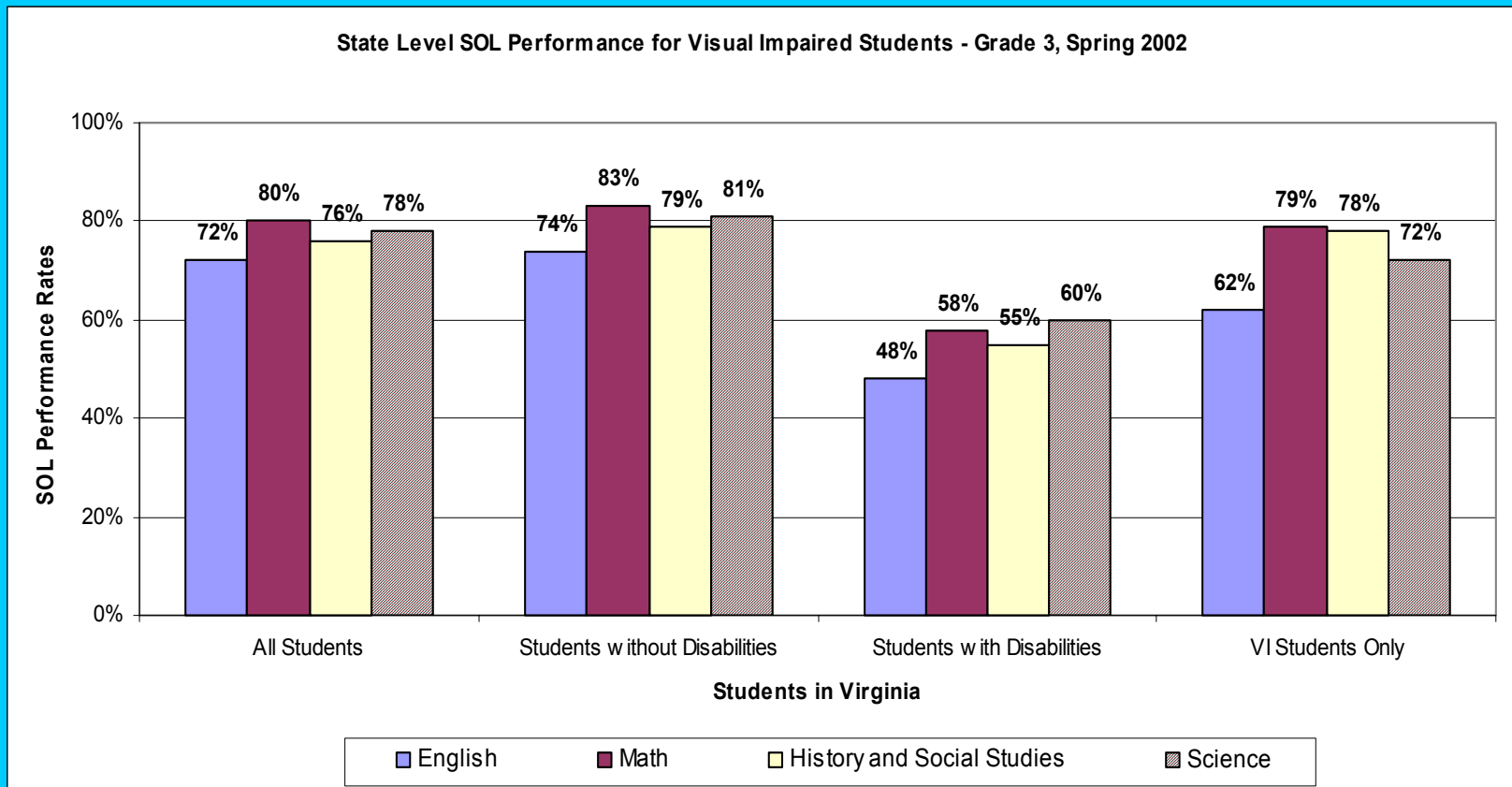
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# Students with Visual Impairment

Comparison of state SOL data for all students, students with and without disabilities, and VI students only (this includes VSDB students)

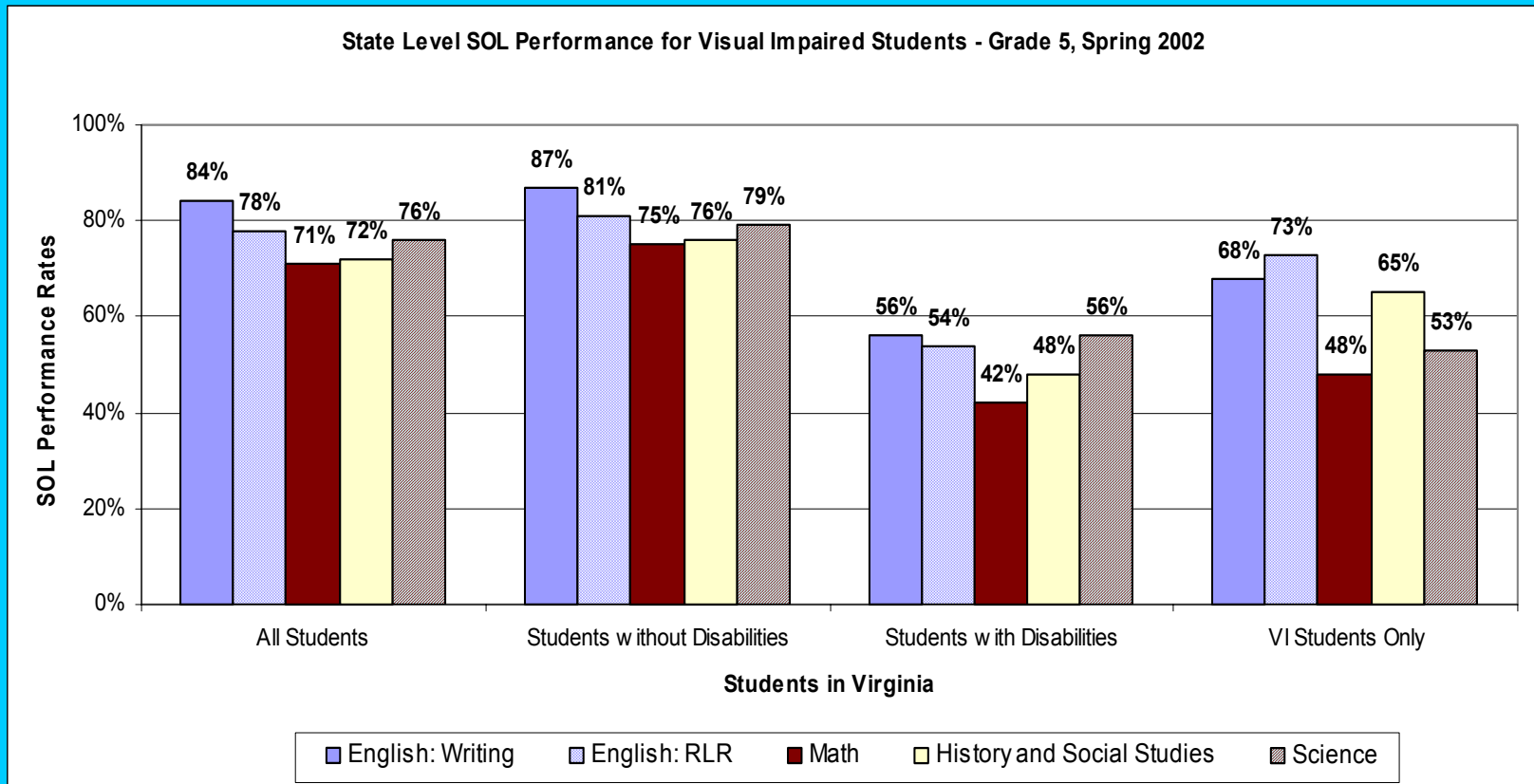
SOL performance data in grades 3, 5, 8, and EOC in four subject areas: English, math, history & social studies, and science

# Grade 3 SOL Pass Rates for VI, 2002



July 2, 2003

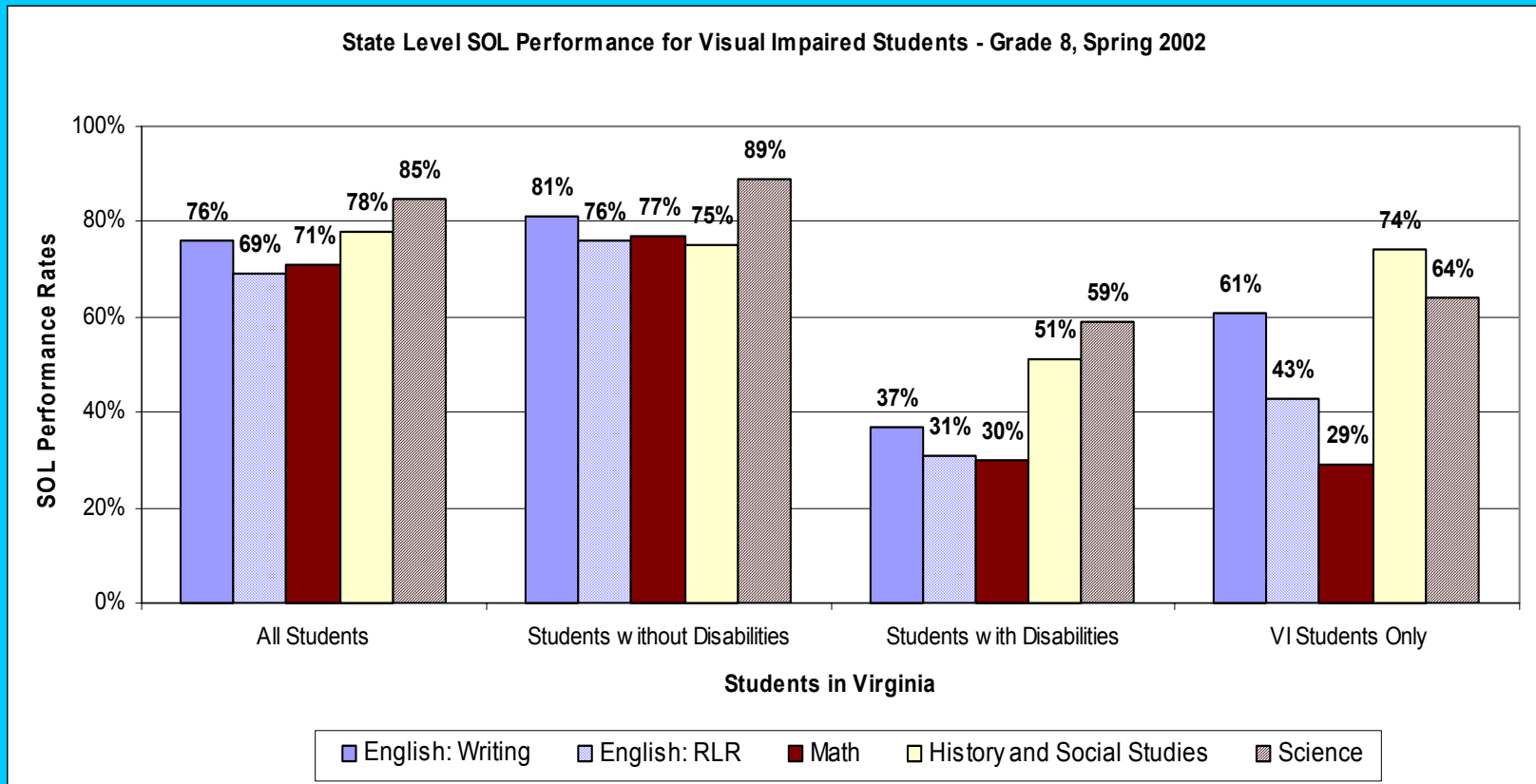
# Grade 5 SOL Pass Rates for VI, 2002



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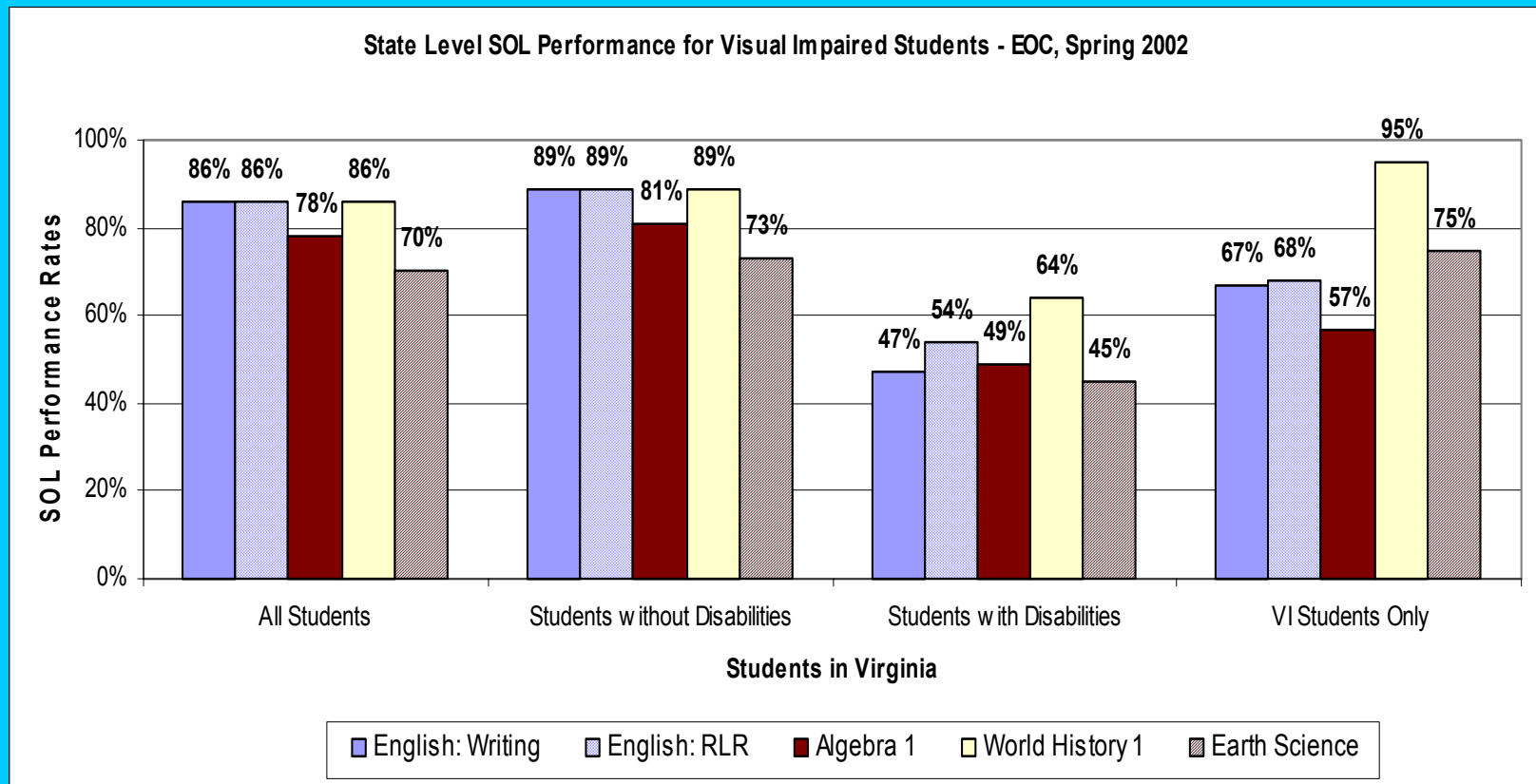


# Grade 8 SOL Pass Rates for VI, 2002



July 2, 2003

# Selected End-of-Course SOL Pass Rates for VI, 2002



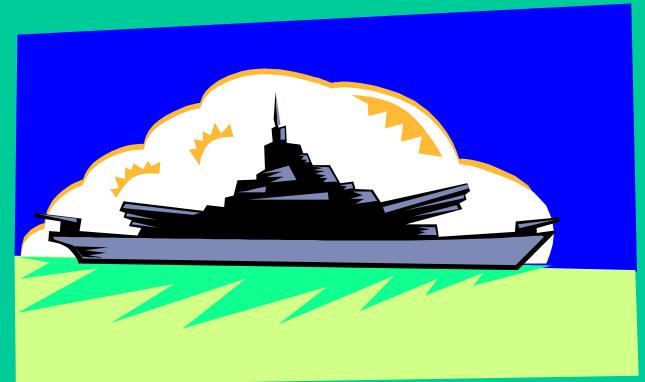
July 2, 2003

# Number of Children from Military Families Served at the VSDBs

VSDB-Staunton = 2

VSDBM-Hampton = 5

Total = 7





## FUNDING - Expenditures

# Superintendents Presentation

July 2, 2003

# Building Space VSDB-Staunton



Healy, Strader, Peery, Swanson Education

Main Hall

Administration

Bass, Battle, Carter, Price

Dorms

Bradford

Infirmary

Chapel, Gymnasium, Harrison, Paint Shop,  
Maintenance, Pool House, Superintendent's  
Residence

# Building Space VSDB-Staunton

Watts Hall	Leased - regional office for the Department for the Blind and Vision Impaired (DBVI).
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Byrd, Darden, Stuart	Closed
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Upper floors of Main Hall	Closed
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# Building Space VSDBM-Hampton

Stryker

Cafeteria

Price, Ritter

Dorm

Butler

Education

Jones

Administration

Palmer



Education

Genevieve Whitehead

Maintenance,  
Info Tech,  
Business Office

# Building Space VSDBM-Hampton

Bradford Hall

Leased to the Hampton  
City Schools  
“Hampton Harbour  
Academy”



William Whitehead

Leased to the City of  
Hampton for Office  
of Human Affairs

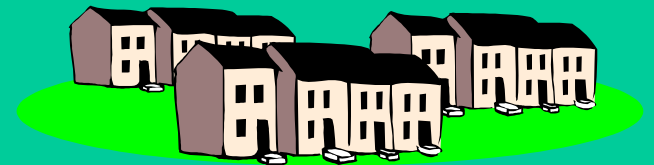


# Building Space Considerations

## VSDB-Staunton

Has capacity to receive combined students in dorms but needs bathroom renovations for multi-disabled populations

Does not have capacity for classrooms, overflow classrooms could be set up in dorms which would reduce travel for multi-disabled populations

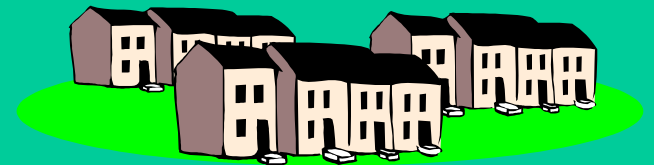


# Building Space Considerations

## VSDBM-Hampton

Does not have capacity to receive combined students in dorms but could renovate Butler and Jones for additional dorm space

Does not have capacity for additional classrooms in Palmer, overflow classrooms could be set up in Bradford but it is currently leased to the Hampton City Schools



# Building Space Considerations

## VSDB-Staunton

Has travel limitations for disabled populations but has ramps, etc.

Has a 25 acre wooded parcel behind Watts Hall that is a possible building site

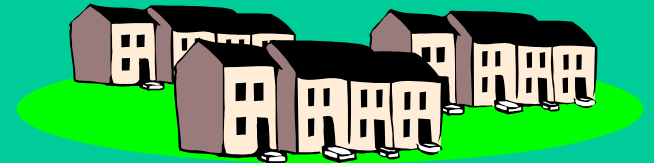


# Building Space Considerations

## VSDBM-Hampton

Has level travel configuration for physically disabled populations and ramps, etc.

Could renovate Butler and Jones for additional dorm space



# Building Space and Campus Considerations Students in Wheelchairs

VSDBM-Hampton	12
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VSDB-Staunton	1
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# Transportation 2002/03

VSDB-S	Richard's Bus Service, Luray	
	Virginia, 3 buses	\$160,000
	1 VSDB bus	12,464
VSDBM-H	Road Burner's Tour Company,	
	Hampton Virginia, 3 buses	
		\$185,082
	Auto Rent Company, Hampton	
	Virginia, 1 bus	28,815

One driver and at least one assistant on each bus

# Benefits of Residential Placement

Presentation by  
Superintendents  
of both VSDBs